

# FE Week



Picture: Stefan Rousseau/PA

## ROLL ON THE GENERAL ELECTION

Apprenticeships were on the agenda as David Cameron hit the campaign trail in West Yorkshire on Thursday (April 9).

Mr Cameron met Cory Hurst, a level two fashion and textiles apprentice at Camira Fabrics in Huddersfield.

He also announced deals which had been struck with large employers including Costa to create 16,000 apprenticeships. The Tories have pledged to create 3m starts in the next Parliament if they form a government again in May.

The visit took place on the same day that Labour leader Ed Miliband was at Microsoft's offices in Victoria with Shadow Education secretary Tristram Hunt and Shadow Business Secretary Chuka Umunna to launch Labour's education manifesto.

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## THREEFOLD INCREASE IN £200K-PLUS PRINCIPAL POSTS

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EXCLUSIVE

### COLLEGES PAYING £200K-PLUS ON PRINCIPAL POST

Birmingham Metropolitan College	£331k (£206k for 2012/13)
The College of Haringey, Enfield and North East London	£291k
Warwickshire College	£238k
West Nottinghamshire College	£229k (£225k for 2012/13)
Newcastle College	£225k (£225k for 2012/13)
Wigan and Leigh College	£214k
Blackpool Sixth Form College	£211k
Weston College	£211k
Colchester Institute	£210k
Newham College of Further Education	£210k
Wiltshire College	£203k
Leeds City College	£201k

\*Barnfield College paid out the highest principal salary figure in 2012/13 — £228k — but that decreased to £148k in 2013/14

Source - <http://goo.gl/4YyGla>

The number of colleges paying out upwards of £200k on their principal posts rocketed threefold last academic year, *FE Week* can reveal.

The Skills Funding Agency (SFA) published the 2013/14 college accounts during the Easter holidays and *FE Week* analysis shows that a dozen colleges handed over more than £200k in salaries to principals — up from just four colleges the previous year.

Andrew Harden, the University and College Union's head of FE, said his members would “understandably be unhappy” to learn of this “considerable increase” — particularly as they were now being told there was “not the money for a fair pay rise”.

He told *FE Week*: “There cannot be one rule for them [principals] and one for everyone else.”

But the salary payments were defended by Martin Doel, chief executive of the Association of Colleges, who said: “The role of principal has become significantly harder in a number of ways and it is important that their pay reflects their senior business management role.”

The three highest sums that the 2013/14 college accounts said had been spent on principals' salaries were £331k by Birmingham Metropolitan College (BMet), £291k by the College of Haringey, Enfield and North East London (Conel), and £238k by Warwickshire College.

A spokesperson for grade two Ofsted-rated BMet, which had £28.8m from the Skills Funding Agency (SFA) for 2013/14, said: “The pay settlement for BMet's principal in 2013/14 reflects two salaries for an overlapping period of time [May to July 2014]; both that of

outgoing principal Dame Christine Braddock DBE and incoming principal Andrew Cleaves.

“In 2013/14, the outgoing principal was paid £271k. Of this, the base salary was £189,946. The balance consisted of a bonus payment and a further payment related to handover. The incoming principal was paid £60,000 for the period May to July [while Dame Braddock was still in-post].”

A spokesperson for grade two Ofsted-rated Conel, which had £25.5m from the SFA, said: “The figure of £291k relates to a period when the college employed an interim principal

[Jane O'Neill] to cover during the period of the principal's [Paul Head] illness last year, prior to his death in service [last September].”

A spokesperson for grade two Ofsted-rated Warwickshire College, which had £10.1m from the SFA, said: “The change in the salary of the previous principal [Mariane Cavalli] was primarily to do with the way in which pension contributions were paid.

“The 2013/14 salary figure, minus this additional contribution, for the previous principal was £196,365 and was agreed with the governing body.”

The SFA's college accounts for 2012/13 stated that Ms Cavalli's salary for that academic year was £197k, which the college has now told *FE Week* did not include pension contributions.

Sue Georgious, who was previously the college's chair of governors, was appointed interim principal after Ms Cavalli stood down at the end of 2013/14.

The SFA's 2012/13 college accounts also showed salary payments to principals amounting to £206k for BMet and £145k for Conel during that academic year.

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NEWS

LONDON FEDERATION LEARNS FROM MIDDLESBROUGH ‘FAILURE’

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Three London colleges have announced plans to form a federation in a bid to combat budget cuts.

Newham College, Tower Hamlets and Redbridge College have formed the Federation of East London Colleges, due to have its first working group meeting this month.

College leaders said they hoped the move would allow them to share resources and facilities and to submit joint funding bids.

Di Gowland (pictured below left), principal of Newham College said the federation would “enable strategic collaboration to maximise opportunities... in the face of devastating cuts”.

The colleges, which employ a total of 1,366 staff and cater for 29,320 students, have a combined income of £82m, they claimed.

Redbridge College chief executive Theresa Drowley (pictured below centre) told *FE Week* the 24 per cent cut to the Adult Skills Budget announced last month was “unsustainable” for her college. “We felt we needed to take our college destiny into our own hands,” she said.

“As a group together we could be more efficient, get the best from each college and have a bigger voice within



the national agenda.”

The news comes just months after the federation formed by Middlesbrough College



It is understood that a merger of Redbridge and Tower Hamlets colleges has not been ruled out, depending on both colleges’ individual strategic options reviews.



and Gateshead College was disbanded in its first year after failing to offer additional value to learners.

However, all three East London college leaders insisted each institution would maintain its own independence and governance. Tower Hamlets College principal Gerry McDonald (pictured below right) said: “We’re not creating a Middlesbrough-type situation. Middlesbrough failed because it didn’t properly articulate the relationship between the colleges and the overarching structure. This is a soft federation — we’re not appointing an overarching chief executive, there will be equal status between the three colleges.”

The federation company would not have any dedicated staff “at this stage”, but would be a “vehicle” for bidding, said Mr McDonald.

“The Local Enterprise Partnerships don’t want to work on a borough by borough basis, they want to see real collaborative partnerships across the whole patch,” he said.

“It makes sense for us to put together bids for the European Social Fund as a strong partnership, rather than independently.”

Ms Drowley said cutting jobs “wasn’t the intention” behind the federation, but redundancies at management level were “likely”.

Employers back skills pilot after damning review

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Businesses have called on the government to keep faith with its employer ownership of skills pilot despite a damning review of the project having revealed the first stage had resulted in less than 40 per cent of desired starts.

A review (pictured right) of the £340m pilot, which aimed to involve employers in the design of skills training by giving them public money to combine with their own investment, has revealed that starts were at 37 per cent of the 10,000 apprenticeships and 90,000 non-apprenticeship qualifications originally planned in grant offer letters from the Department for Business, Innovation and Skills (BIS).

The review outcome sparked a call from Association of Colleges chief executive Martin Doel for an investigation by MPs, while Association of Employment and Learning Providers chief executive Stewart Segal said it was “disappointing”.

But despite criticisms in the review that a lack of demand or commitment from employers was a factor in the low recruitment numbers, businesses that were involved



in the first pilot have sung the praises of the scheme and called for continued faith in it.

Toby Peyton-Jones (pictured), HR director for Siemens UK, told *FE Week*: “There is no doubt that employer ownership of skills has set the right policy direction for the future as it drives a demand led approach to skills development.”

He said the pilot was “working well” despite “difficulties” with early contracting, adding: “There are of course learning points that need to be made on implementation of these new policies, but the demand-led direction of travel is right, and

we need to work out how to make it better not try to reverse what is probably one of the most important innovations in the skills arena for decades.”

Steve Pallas, training manager at Nissan’s Sunderland plant, said: “The employee ownership of skills pilot helped Nissan launch five new car

FE WEEK NEWS IN BRIEF  
SFA ready for growth bids

Applications for growth and virement requests for the 2014/15 funding year are now open.

Providers can submit requests for funding increases or changes for their Adult Skills Budget and 16 to 18 apprenticeship and traineeship provision to the Skills Funding Agency (SFA).

Completed forms must be sent to [providerperformancemanagement@sfa.bis.gov.uk](mailto:providerperformancemanagement@sfa.bis.gov.uk) before 5pm on April 24. Visit the SFA website or contact your central delivery service adviser for more details.

Quals approval pulled

Qualifications that only focus on personal development or transferable skills will no longer have approval to be taught or funded in state-funded post-16 institutions from August.

Level three qualifications that only develop or assess personal skills in areas such as team working, communication or careers development will be affected.

These are currently approved by Section 96 of the Learning and Skills Act 2000.

Visit [www.education.gov.uk/section96/Information.shtml](http://www.education.gov.uk/section96/Information.shtml) for further information and a list of affected qualifications.

Harvard help on hand

Senior managers from 157 Group colleges will be joined in London by a Harvard University academic for a masterclass in adaptive leadership.

Professor Marty Linsky, from the university’s John F Kennedy School of Government, will take a leading role in sessions taking place on Thursday and Friday (April 16 and 17). Dr Lynne Sedgmore, 157 Group executive director, said: “Our work with Marty will offer new ways of thinking and an opportunity to reflect on the challenges and opportunities that lie ahead [for FE].”

models in two years, supporting the training and skills development of over 3,000 Nissan employees and involving additional staff from a further 25 companies in our supply chain.

“The value of the employee ownership of skills fund is that it gives us increased flexibility in developing the skills of our workforce to meet the needs of the business. In addition to providing match-funding from Nissan and our suppliers, having exceeded the targets in our grant letter, we’re confident we’re providing value for money.”

Dr Adam Marshall, policy director for the British Chambers of Commerce, said: “The employer ownership of skills pilot has been a useful way to find out what does and doesn’t work when it comes to boosting business investment in skills.

“From the lessons learned it’s important that we now look forward and think about how we can help more interested businesses to get involved, while keeping other routes to access training open too.”



# Labour’s apprenticeship scrap plan fails to make manifesto

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Labour remain committed to scrapping level two apprenticeships despite the absence of the pledge from the party’s education manifesto, it has been confirmed.

Speaking to *FE Week* following the launch of the document at Microsoft’s offices in Victoria, central London, Shadow Business Secretary Chuka Umunna confirmed his party still wanted all apprenticeships to be at level three or above.

It comes despite the fact the policy did not feature in the manifesto document itself, and was not mentioned by party leader Ed Miliband in his speech.

Mr Umunna said: “We want all our apprenticeships to be level three and above. That is not to say that we don’t see a place for level two qualifications — we absolutely do.

“In and of themselves, there are important qualifications that are level two and of course they are an important stepping-stone to do a level three apprenticeship or other qualification.”

When asked why the policy was not included in the manifesto document, a spokesperson said the party did not comment on process issues, adding that manifestos were only meant to provide an “overview” of policy.

A number of FE organisations have come out against the policy including

From left: Labour leader Ed Miliband, Shadow business secretary Chuka Umunna. Picture Chris Radburn/PA



the Association of Employment and Learning Providers, where chief executive Stewart Segal said: “We share the view of Confederation of British Industry, Unionlearn and the Commons Education Committee that high quality level two apprenticeships should remain part of the programme because they offer a ladder of opportunity to further progression.”

However, the National Institute of Adult Continuing Education (Niace) has backed the policy.

Steve Mulligan, Niace assistant director for policy and public affairs, said: “At a time when we need to do all we can to boost productivity and people’s career prospects and incomes, the last thing we should be doing is capping opportunities at level two

where, currently, most apprentices stop learning.

“No one would say that stopping learning once you’ve done your GCSEs is a good idea. The same should be true for apprenticeships.

“Apprentices have the right to a working and learning experience that sets them up for a successful career and life of learning. Raising the bar to level three, while of course maintaining level two training, is a sensible way forward.”

Mr Umunna also told *FE Week* that the details of which qualifications would qualify learners for his party’s proposed “apprenticeship guarantee” would be announced once his party is in office. The party has so far only said that those with two A-level passes or equivalent qualifications

## Labour’s manifesto pledges for skills

- Deliver a new gold-standard technical baccalaureate for 16 to 18-year-olds
- Ensure all young people study English and maths to 18
- Raise standards in FE, with new institutes of technical education
- Guarantee all young people face-to-face careers advice
- Give every young person that gets the grades has the right to a high quality apprenticeship
- Introduce new technical degrees delivered by universities and employers

would be eligible.

He said: “In terms of the detail around that we will announce that when we get into government. I’m not going to go through the list right now because I can’t.

“Of course, when you put in place a guarantee you have a set of criteria that you reference your guarantee to, but I can’t give you a whole list of the qualifications now if that’s what you’re asking me to do.”

Labour also used the event to announce plans to divert £50m from the government’s widening access and participation fund to pay around 1,000 trained careers advisers, who will each work with clusters of two or three schools, in order to guarantee “face-to-face” careers advice for all learners from the age of 11.

## BOGUS UNITED NATIONS INVOICE CAUGHT BY EAGLE-EYED STAFF

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Providers have been warned to be vigilant after another attempted scam hit the sector.

Andy Cole (pictured), principal of the College of North West London, told *FE Week* how this month he was invoiced for a fictional United Nations (UN) programme.

And just two days before Christmas another phoney invoice, claiming to be from within the college, had demanded more than £100,000.

“I’m seeing a lot more stuff like this happening and hearing about it from other principals” Mr Cole told *FE Week*.

“It’s not just scams but stuff that’s getting past firewalls — we’ve got a pretty good one but we’re still seeing it.”

On Wednesday March 11, Mr Cole received an email claiming to be from the UN, asking for payment for a programme he had made an “irrevocable” commitment to — despite Mr Cole never having heard of the programme.

And on December 23, the college received an invoice claiming to be from within the college itself for £100,440 for money spent on railway engineering equipment — a key area of business for the college.

“It wasn’t college

paperwork, but it was very convincing,” said Mr Cole. “If I was new to the college, I’d think ‘that’s credible, maybe that’s our paperwork’.”

The case was handed over to police but *FE Week* understands no further action has been taken.

“Our controller won’t let anything from anybody — including me — through if it isn’t 100 per cent compliant with our policies and procedures,” said Mr Cole.

He added: “The greater concern is the potential for electronic messages that get through any firewall containing a virus.”

Mr Cole’s comments follow a string of attempted scams to have hit the sector.

Last month, *FE Week* reported on a fraudulent email sent to Westminster Kingsway finance staff, claiming to be from college principal Andy Wilson, requesting an urgent payment.

And the Colchester Institute was hit around the same time by con artists posing as the contractors carrying out £5.8m worth of building work actually being carried out on campus.

In January at least eight colleges were targeted by a man calling himself Brian Hall who claimed to be a bailiff on the way to collect a fictional £7,000 debt. It is understood no colleges handed over money.



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Staff with ‘access’ to young learners not checked by bosses

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A Leicester-based training provider has been slapped with an inadequate grading by Ofsted after failing to carry out criminal checks on staff working with learners under 18.

Qdos Training Ltd was inspected in February and although the report, published on Thursday, April 9, found “good” success rates and managers with “a clear strategic vision”, it issued a damning verdict on the provider’s safeguarding processes.

The Skills Funding Agency (SFA)-funded provider, which has 917 learners, 61 of which are aged 16 to 18, had previously been graded as good, following an inspection in 2011.

But this time around inspectors found “staff with regular, unsupervised access to learners aged up to 18 have not had appropriate disclosure checks and arrangements to demonstrate that these checks have been carried out are weak”.

Disclosure and Barring Service checks, which replaced Criminal Record Bureau checks in 2012, identify staff members who may be unsuitable or banned from working with young people due to past criminal convictions.

Qdos Training managing director Elena Ryabusha vowed to appeal against the result, but declined to comment on why the checks had not been carried out.

The report called for disclosure checks on all staff working unsupervised with 16 to

18-year-old learners “as a matter of the highest priority” and said Qdos should “systematically train staff” to understand safeguarding.

Inspectors gave Qdos a grade two for learner outcomes, three for teaching, learning and assessment and deemed leadership and management grade four.

Qdos offers apprenticeships, traineeships and classroom-based programmes in customer service, ICT and administration, although rules restricting traineeship provision to grade one and two lead providers, and also grade three subcontractors, mean it will be forbidden from recruiting more trainees.

No-one from the SFA was available to comment.

In another Ofsted report published on the same day, Prior Pursglove College, a Yorkshire-based sixth form college, shot from a grade four rating to a grade two.

The 1,983-learner college was judged good by inspectors visiting in March, having made “impressive improvement” since being deemed inadequate in its last inspection in December 2013.

The report said: “Leaders and governors have taken decisive and successful action to improve the quality of provision and outcomes for students.”

Principal Judy Burton said the college was “absolutely delighted” and “exceptionally pleased with inspectors’ findings”.

“We were disappointed with Ofsted’s findings last year but our fantastic team of staff have spent the last fifteen months relentlessly driving improvements across the board to regain our reputation as an excellent college which offers the very best for all students,” she said.

HMRC backs SFA on Trailblazer VAT

Trailblazer employers will not have to shell out tax on cash rewards for taking on apprentices, it has been confirmed.

The Skills Funding Agency (SFA), in its Trailblazer Apprenticeships Funding Rules 2014 to 2015, said it “considered” the payments exempt from VAT, but recommended getting Her Majesty’s Revenue and Customs (HMRC) approval anyway.

The document said: “While providers and employers should always seek their own VAT advice, we consider that incentive payments are beyond the scope of VAT and therefore VAT should not be charged on them.”

Employers are eligible to claim incentive payments when they contribute towards all or part of externally-purchased training or assessment if the apprentice is aged 16 to 18 or the business has fewer than 50 employees. An incentive payment is also available when an apprentice completes their programme.

However, HMRC ended the uncertainty over the payments.

“Grants and similar payments by government agencies are outside the scope of VAT because no service is supplied to the government agency in return,” he said.

“For VAT to become chargeable, there must be a direct link between a payment made and a service supplied in return for it.”

He added: “The supply of vocational training is exempt if funded by the SFA.”

PLANNING VICTORY OVER CROSSING

Dudley College has won a planning battle to secure a pedestrian crossing after fears for learner safety.

The Midland college expanded in 2012 to open its Evolve campus, which is used by up to 800 students a-day and situated around 200 metres from its main campus on the other side of the same road.

Councillors from Dudley Metropolitan Borough Council rejected the college’s initial application for a puffin crossing in November 2013 because of concerns over noise and air pollution from queuing traffic and pedestrians. But the college’s appeal with the Planning Inspectorate was approved, overturning the council’s refusal. The

inspectorate concluded that safety benefits would “heavily outweigh its adverse effects”.

Principal Lowell Williams said “common sense has prevailed”. “The safety of college users and the wider public is our foremost concern,” he added. The college will cover the estimated £48,000 cost of installing the crossing before the start of 2015/16.

John Millar, acting strategic director for environment, economy and housing at Dudley council, said: “The development control committee had refused the application on the grounds of its detrimental impact on residential properties and the potential impact on air quality. The decision of the planning inspector to allow the appeal is noted.”

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# Creative teaching talks as Ofsted

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Creative teaching and the role of research were discussed at the New Bubbles Learning Revolution Conference, which also saw calls for Ofsted to be abolished.

Delegates heard from TV scientist Professor Robert Winston, a range of academics and principals as well as current and former Ofsted inspectors at the lively conference near Heathrow, London.

Among the speakers was also Professor Frank Coffield, of the Institute of Education, who attacked the education watchdog's "much-vaunted independence" as a "joke".

He said the sector should "abolish or transform Ofsted".

"We are wasting £156m of our money on Ofsted," he said.

"The role of Ofsted at present is to force teachers to comply with government policy."

"[Sir] Michael Wilshaw thinks the big question is 'Is the FE system fit for purpose?' ... he should be asking is, is Ofsted fit for purpose? Because I don't think it is."

Education management consultant Trevor Gordon was more cautious but acknowledged the current inspection system meant "increasingly creativity is being stifled".

He said when he visited providers "I look at the creative component and competence, and the technical competence".

He said: "I don't knock Ofsted but because of some of the impositions on teachers, there's an over-preponderance of technical and not a lot of creativity."

Ofsted inspector Paul Joyce, however, rejected the idea that Ofsted was failing to reward teaching which developed learners beyond the qualification.

In his advice to providers on securing an outstanding grading, he said providers should ensure teaching, learning and assessment were "of the highest quality" but they should also "develop the whole person, including literacy and numeracy skills, and wider skills learners need to help them progress to their next steps".

"Don't simply focus on delivering to enable students to achieve a qualification aim," he said.

Professor Winston agreed that "inspirational" teaching was important to raise the aspirations of learners.

Despite being a geneticist, Professor Winston said in teaching, nurture was really better than nature.

"It's partly personality, it's partly gender, it's partly ethnic background — a whole range of issues which come into that nurture equation," he said. "And it stands to reason a standard learning is not going to be suitable for all those personalities."

He added: "The inspirational teacher, the research shows, actually makes a very big difference to how young people learn."

"What we have to do is to try to persuade ourselves and those people who measure us, that that's actually rather more important than some of the other measurements which



Professor Robert Winston and (inset) Professor Susan Wallace



Trevor Gordon (left) and Geoff Petty (below)

are generally in the public sector."

He warned unless changes were made, UK education would be "fixed into a system which actually can't deliver what we would be capable of delivering".

He added: "It's crazy in government, we have two departments looking after education which don't talk to each other — BIS [the Department for Business, Innovation and Skills] and DfE [Department for Education] and they're both dysfunctional and that's a big issue for us."

"What they do is set these sorts of targets without thinking of the underlying mechanism."

"And that's what we fundamentally have to change in education, because what we're leaving young people with is a lack of aspiration and that gets bred in and built into the system that we have."

Professor Susan Wallace, of Nottingham Trent University, said a lack of imagination could often account for poor performance.

She said: "Historically some of the attitudes about social class and curriculum that were

prevalent in the 19th Century have thrown a very long shadow and we're still living it in FE," she said, warning this attitude could still be seen in the modern-day focus on employer needs.

"If the right people aren't forming the curriculum, there is a danger that the vocational curriculum does become something that's sterile, that's made to serve the needs of industry of the economy, but not the needs of the learner."

"And it may be that which lies beneath some of the disengaged and disaffected learners that we meet."

Teaching expert Geoff Petty pointed to his own research to back up the other speaker's comments on teaching.

"Using the best methods of teaching can double the impact an average teacher has on student results," he said.

He added: "We've got leadership in education wrong. We should be thinking of them as teachers."

He highlighted a list of features of a teacher-leading style, including interpreting test

scores along with teachers, insisting teachers expect high proportions of their students to do well on learning outcomes and knowing that class atmosphere was conducive to learning, which he said research showed would have four times the impact of a more "hands-free" approach.

Looking to the uncertain future of FE, Mr Petty dismissed the traditional notion of FE as the "Cinderella sector".

"We're not the Cinderella sector," he said.

"We're the goose that laid the golden egg and pretty soon they're going to realise that."

Dr John Lea, of Canterbury Christchurch University, said research like Mr Petty's could help to make the case for the sector.

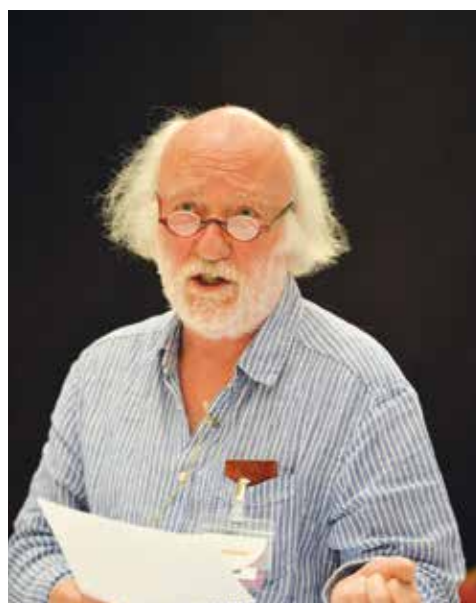
"It's one of those sectors where you can be really optimistic about something one moment, and really down the next," he said.

"If we're going to stay buoyant about FE we need to have evidence by our side, we need to be clear about why we believe what we believe and we need to keep pushing that argument forward based on the evidence."

The event took place on Thursday March 26.



# ed independence branded 'a joke'



Clockwise from above:  
Geoff Petty; from left:  
Ofsted inspector Richard  
Moore, Professor  
Susan Wallace, Geoff  
Petty and Professor  
Frank Coffield; Ofsted  
inspector Paul Joyce

## Coalition gets grade four rating



Professor Frank Coffield turned the tables on the government during his animated discussion, inviting around 150 delegates to rate the Coalition using Ofsted ratings.

"What Ofsted grade would you give the government's performance on the FE sector?" he asked.

Of the delegates there, none voted to give

the government an outstanding or good grade, three attendees said it required improvement while the majority of other candidates slapped it with an inadequate grade.

If you were an inspector, what grade would you give the government? Let us know on Twitter via @FEWeek or email [news@feweek.co.uk](mailto:news@feweek.co.uk).

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## FE WEEK COMMENT

## Victory for 'them and us'

It's a well-publicised fact, at least within the sector, that budgets are getting ever and almost unmanageably tighter.

Courses will be cut, buildings will be sold, mothballed or simply remain a pipedream, and staff will lose their jobs — some at risk of unemployment might be lucky enough to cling onto a post, but at lower pay.

The warnings of industrial action and their even uglier fruition often utilise the issue of principals' to capitalise on a 'them and us' attitude.

So to learn of a threefold increase in the number of colleges paying out in excess of £200k on the salary of their principal's post comes as a huge blow in light of the unquestionably dark days we face.

Nobody's denying the stress of the top job warrants just financial reward. Indeed, the stresses over the next few years will be such that it's likely many at the top may think it not worth the worry (and in so doing add to the number of opt-out principals accepting pay while their interim replacement also gets paid).

But what we have been left with by this increase, sadly, is the impression of a sector in which those at the top move ever further away from those looking up.

For FE — with its rich social mobility pedigree — of all sectors, this is not how it was meant to be.

**Chris Henwood**

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## Euro Commission 'oversteps the mark' on learner info

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The European Commission has been accused by a civil rights group of "overstepping the mark" in making FE learners say if they are from single parent households.

Final guidance on data requirements for 2015/16 individualised learner records (ILRs), published last month by the Skills Funding Agency (SFA), revealed that providers will have to collect information on the 'household situation' of students for the first time.

It will include checking if learners are from a household containing only one adult and one or more dependent children, and if anyone they live with is unemployed.

The document, entitled Specification of the ILR for 2015 to 2016 (Version 2), stated that the information "must be collected in the form of a self-declaration from the learner, signed by the learner to confirm it is correct".

It said: "The household situation must be collected for all European Social Fund (ESF) funded learning aims that start on or after August 1."

It added providers would also have to collect the information from learners involved with "all adult skills funded and other SFA-funded learning aims", as they could potentially be eligible for ESF match funding.

But Andrew Allison, head of campaigns for civil rights campaign group The Freedom Association, said: "The employment status of a household, or whether or not someone is a single parent, is personal information, and it is too much to expect potential students to divulge this information simply to enrol on a course."

"It could also mean some will be put off from enrolling because of this requirement, which will be not only detrimental to them, but the wider economy."

"The European Commission is overstepping the mark [by making the SFA collect household situation data]. The government should stand up to the bureaucrats who came up with this."

An SFA spokesperson said it had been forced to start requesting household situation data to meet European Commission requirements for ESF funding.

A European Commission spokesperson said: "In order to ensure closer monitoring and improved assessment of the results achieved by actions supported by the ESF, a common set of output and result indicators has been established [since December 2013]."

"The information will help to monitor the support of the funds to the most vulnerable family groups."

Joe Vinson, National Union of Students vice president for FE, said: "While you might well have to ask personal information for example about an individual's family background to effectively target funding, it is incredibly important that this is undertaken carefully and sensitively, and that there are clear assurances that this information will otherwise remain confidential."

When asked if the data could potentially be passed to other agencies and used against single parents and the unemployed, the European Commission spokesperson said: "Individual participants' data is protected by national and EU data protection rules. They are processed and aggregated to indicators. Only those indicators are reported."

## COMMENTS

**Provider hit with grade four rating after just one apprenticeship achievement in two years**

I understand the SFA has seriously reduced its infrastructure in recent years. I remember when providers and colleges had named contacts at the SFA who closely monitored their contracts and the best of these SFA managers built up good working relationships with staff at the providers.

The recent cases of the SFA (and EFA) pulling contracts only after Ofsted have been in suggest these two agencies just aren't up to the job anymore and may be the cuts there have gone too far.

Reader

**Lewisham Southwark College gets two-inadequates-in-a-row first as pace of improvement criticised**

It's never appropriate to kick an organisation when it's already feeling bruised, but once again we see a failing college provision being (quite rightly) given the support, resource and challenge needed to improve.

This must be equally afforded to ITP's moving forward in order to truly provide a level the playing and ensure that sufficient, diverse, provision is available to meet the skills needs of industry and commerce in the short, medium and long term.

I hope that Carole Kitching has the

opportunity to make a difference at Lewisham Southwark College, but I would equally expect that the same opportunity would be given to Four Counties Training Limited (FCT) AND Venture Learning, reported in *FE Week* on March 23 2015.

Noel Johnson

**Dr Lynne Sedgmore to become FE and skills' first Poet Laureate**

Ho Ho

Remember the date [April Fool's Day]

Stephen Lawes

Dear



**Dr Sue**

Email [DrSue@feweek.co.uk](mailto:DrSue@feweek.co.uk) for help from sector agony aunt Sue Pember on the third Monday of every month. The best question wins a £100 Amazon gift card

**TOP APPRENTICESHIP FUNDING REFORM TWEETS**

@GotKidsWantKids

#laboureducation have said they will spend £50million on careers advice in schools. Is it worth it or would it money better spent on jobs??

@HattieR

@maggiephilbin and @Ed\_Miliband gave an amazing presentation today supporting us on apprenticeships! #laboureducation

@lynnettekelly

Good news for young people and businesses from @TristramHuntMP - careers advice and work experience to be restored under Labour

@MonkeyFishEdu

£50m on career guidance? What a waste of time and money! Careers Advisers work to rigid formulas that don't work!



# Spring awards see college learners' efforts praised

College learners received the red carpet treatment as their outstanding achievements were celebrated at the FE Sussex Spring Awards.

The Hilton Brighton Metropole Hotel was the setting as the awards brought together 12 colleges from the area in a glitzy evening of 13 presentations.

The City & Guilds-sponsored event, now in its 11th year, is planned, coordinated and delivered by FE Sussex — a consortium of all post-16 colleges in Sussex.

Students from faculty of hospitality and catering at Northbrook College served dinner, while Chichester College students had prepared floral decorations and Central Sussex College learners studying an air cabin crew course performed meet and greet functions.

Apprentice of the year winner Bruce Daughtree, aged 40, from City College Brighton and Hove, who studies level two apprenticeship in health and social care, said: "Winning a Spring Award to me is a magical thing. I've never won anything in my life. My confidence is on top of the mountains."

A focal point of the event, held on Thursday, March 26, was the song and dance entertainment provided by performing arts students from Worthing and Chichester colleges.

FE Sussex chief executive Tim Strickland, who has hosted the evening for the past six years, said: "The standard of performance equalled that of professional west end productions."

He added: "What I find incredible is that the 13 Spring Award winners and 14 runners-up are selected from over 60,000 learners in our colleges. Just to get to be a Spring Award finalist is difficult, never mind winning."



Central Sussex College learners completing a cabin crew level two course with the college's restaurant organiser, Maurizio Fanari (far right) meet and greet guests at the ceremony



Chichester College performing arts students display at FE Sussex Spring Awards 2015

Winner of the City & Guilds Sussex learner of the year award 19-year-old Renzzo De Souza (left) who studies a City & Guilds level three carpentry course at City College Brighton and Hove with Nick Dugard, City & Guilds territory business manager for UK sale



Winners and runners up 2015



Pearson BTec Learner of the Year winner Victoria Jenkins (left), aged 19, who studies a BTec level three health and social care national extended diploma at Central Sussex College, being presented with her award by Christine Hepworth-James, Pearson curriculum development manager



Sussex Apprentice of the Year winner Bruce Daughtree (left), aged 40, who studies a level two apprenticeship health and social care course at City College Brighton and Hove, being presented with his award by Gary Smith, Barclays relationship director for the Gatwick & Sussex corporate team



FE Sussex team from left: Victoria Sarsfield, volunteer; Chris Weston, project coordinator; Anna-Louise Barry, event organiser and executive assistant to chief executive; Bob Tipping, international consultant/project coordinator; Val Nicks, special projects manager; Tim Strickland, chief executive FE Sussex and Laura Holt, core business coordinator

## FE Sussex Spring Awards 2015 Winners

- Pearson BTec learner of the year — Victoria Jenkins, aged 19, level-three health and social care national extended diploma at Central Sussex College
- AQA Sussex college learner of the year — Charlotte Cozens, 17, A2 further maths and maths with mechanics at Worthing College
- Hilton Brighton Metropole hospitality student of the year — Jodie Batchelor, 19, NVQ level three in hospitality at Central Sussex College
- Barclays Sussex apprentice of the year — Bruce Daughtree, 40, level two apprenticeship in health and social care at City College Brighton and Hove
- FE Sussex innovative use of technology in education award — Steve Bassett, tutor for AS and A2 sociology at Sussex Downs College
- City & Guilds Sussex learner making the most progress award — Lee Goodwin, 25, level three apprenticeship in motor vehicle at Chichester College
- University of Chichester outstanding progression to higher education award — Aila Figura, 19, level-three extended diploma in creative media production at Northbrook College
- University of Brighton widening participation in higher education award — Heidi Gourlay, 34, access to HE health and health sciences at Northbrook College
- Pearson award for most improved learner — Peter McCleery, 18, level-three diploma in information technology at Central Sussex College
- Sussex A-level/international baccalaureate learner of the year — Eliza McHugh, 17, international baccalaureate diploma programme at Varndean College
- NCFE Sussex learner of the year — Kyle Sinclair, 24, essential skills course at Central Sussex College
- OCR Sussex College learner of the year — George Bontoft, 17, AS level human biology at Chichester College
- City & Guilds Sussex learner of the year — Renzzo De Souza, 19, site carpentry higher diploma level-three at City College Brighton and Hove



## PROFILE



It's not a case of whether we can afford to do this or that or the other — it's got to be done, otherwise the college doesn't exist



## FORWARD TRAVEL WITH NOBLE'S INTENT

@REBECCAKCOONEY  
REBECCA.COONEY@FEWEEK.CO.UK

**A** sailboat cannot travel forward with the wind blowing straight towards it — instead, the boat must zig-zag, travelling diagonally across the path it wants to take.

So even if the boat has travelled three miles in total, it may only have progressed two miles in its intended direction — in sailing parlance, only some of its velocity is “made good”.

This, says Lindsey Noble, interim principal of Greenwich Community College, is “a pretty good metaphor” for running a troubled college — and she should know, having completed the Clipper Round the World challenge in 2013/14, before taking the helm at the grade four-rated college in January.

“We want to get to a position where we’ve got a reasonably viable strategic plan — I mean, it can’t be a perfect document in the time available — but a reasonable restatement of where the college is going,”

she says of Greenwich, which was reviewed by the FE Commissioner, just days after Noble became principal, in a visit triggered by the Ofsted grade, but which also unearthed concerns over the 5,000-learner college’s finances.

But, buffeted by funding cuts and future uncertainty, the 60-year-old Noble admits it will be a challenge to make progress in the direction she wants.

“We want to be in a position to pass a viable budget in July for next year, and that obviously means the college will be downsizing as a result of the funding cuts and the decline in recruitment,” she explains.

“There’s a lot of work involved to do that — strategic planning, quality, and then making sure that we can do a financial recovery, or we can demonstrate that the financial recovery is possible within two years.”

And like sailing, you need data and calculations to get you there.

“You have an action plan based on the seven areas Ofsted have given us to focus on

and you’re using data to monitor students’ performance more effectively and hold teachers and managers to account — a simple statement, but it gives rise to a whole load of issues about organising data not just for funding,” says Noble.

“But it’s not a case of whether we can afford to do this or that or the other — it’s got to be done, otherwise the college doesn’t exist.”

And it was for data management that she discovered an affinity during the clipper race, drawing information about the yacht’s position, course and oncoming weather patterns below deck — a task many crew members found difficult as being in the cabin often induces seasickness.

She may have had a strong stomach but, concedes Noble, it was “a completely different sort of challenge” to anything she’d experienced before.

“I wanted to see how I got on with the people and the pressure — because I can be a bit prickly and difficult,” she says.

And despite living in a confined space with

the rest of the 10-strong crew of the yacht The Switzerland, Noble says she “got on better with the people than I expected”.

“I didn’t lose it with anybody — I lost it with machinery, but then everyone lost it with machinery,” she adds.

And, she says, the experience of living in a space of six feet by two feet, although “bizarre” prepared her well for taking on the interim role at Greenwich, commuting for the week from her home in Winchester.

“I’m living out of a suitcase now — but I am used to living without much stuff around me now,” she says.

The physical challenge of the gruelling, four hours on, four hours off, six hours on and six hours off regime took its toll.

“After the first leg I was thinking, ‘I want to get off’ — I think a lot of people do that,” she says.

“In the middle of the ocean, when you realise you can’t do something, that left me wondering if I had bitten off more than I could chew, but I stuck it out.”





# ENTIONS

Noble took up the challenge, she says, because she’s “always been probably naively confident that I could do stuff”.

It’s a self-confidence that stood her in good stead in her own education, growing up in Surbiton, a Surrey suburb of London.

“I wasn’t always particularly successful at education, but I always enjoyed it,” she says.

“I always came out of whatever I was doing feeling I had learnt something, though whether it was the right thing is another matter.”

After escaping the “boring”, “soft suburban south” for a geography degree at Sheffield University, Noble joined Debenhams as a management trainee and then moved into sales and marketing.

But when considering returning to work after the birth of her daughter, Fern, who is now aged 26, Noble realised retail marketing wasn’t where she wanted to be, so did an MBA and discovered an interest in not-for-profit organisations.

“I enjoyed communication and I was very

It’s a personal thing

**What is your favourite book, and why?**

At the moment I’m reading *Americanah* by Chimamanda Ngozi Adichie and enjoying it. I like non-fiction as well as fictional treatments of history like *Wolf Hall* by Hilary Mantel

**What do you do to switch off from work?**

I do try to get to the gym and do yoga. At the weekends I will walk the my dog, Morse, a West Highland terrier, eat out and go to the gym — I do yoga, body balance and body pump classes

**What’s your pet hate?**

At the moment it’s the unpleasantness of people on the tube. Even though I have a bad foot in a brace at the moment, a woman raced me to the last seat on the tube. I couldn’t believe it

**If you could invite anyone to a dinner party, living or dead, who would it be?**

I would be very interested to know what Shakespeare made of 21st Century life. So I’d like to pick him up in a helicopter from the 17th Century and take him to a modern London restaurant for dinner to see what he thought

**What did you want to be when you grew up?**

I wanted to go into advertising

interested in finding out and understanding the process of influencing people to change their lives for the better — so I chose education or health,” she says.

The first job that came up was in marketing at South East Essex College (now part of South Essex College).

“At the time I didn’t know much about FE,” says Noble.

“Marketing had given me a good commercial background, but I wanted to generate more good for society, the feeling that, after a day’s work, one has done something meaningful and important — which of course, as we all know, is what FE is all about.”

After a range of management roles over the next eight years, in around 2000, Noble’s thoughts began to turn towards leadership.

“That wasn’t one of the occasions where I was over-confident,” she says.

“I had done the Aspiring Principals programme or something similar, and the sector was describing how it needed good,



Clockwise from top: The crew of the Switzerland, Noble saying bye to friend Laura Downton before setting off on the trip, from left: Switzerland skipper Vicky Ellis and Noble on board the yacht, the Switzerland passing the Thames Barrier as it began its voyage.

trained people as principals, and I thought I would give it a go.”

After her 12 years as principal at City College Southampton, which she left in a grade two-rated condition, she set off on the round the world challenge — and even after just 18 months out of the sector, she can see changes.

“I think the speed of intervention when there are problems is faster, because it took quite a long time to galvanise people to support us in my previous position,” she says.

“The level of scrutiny is very, very high — you are being scrutinised by the FE commissioner on the one hand, scrutinised by Ofsted on the other and obviously, scrutinised by the Skills Funding Agency.”

But, she adds, the scrutiny and support has been “helpful” at Greenwich.

One of the key ideas behind the senior management team’s efforts to turn college around is an understanding that “one size doesn’t fit all”, she says.

“We’ve got some areas that are good,”

she says.

“But we still need to encourage empowerment amongst our curriculum team leaders and managers, and if we ask for them to take responsibility and accountability, we you have to give them the freedom to use some tools, within a clear policy framework, to make things right for their students to get the outcomes that they want.”

Changes in the college have to happen, but Noble is determined it will happen with the support of staff.

“On the whole, like every FE college, Greenwich is full of very talented, very intelligent people, because we are all in education, so most people understand really,” she says.

Once she’s weathered the storm at Greenwich, and got it heading back on course, Noble plans to sail into the sunset once again — although this time at a more leisurely pace.

“The plan for me in the future is eventually to live on a boat in the Mediterranean,” she says.





# THE INDY SCENE

**John Hyde is the chairman of HIT Training, a hospitality training provider that operates across England, and on the second Monday of every month he writes in *FE Week* about issues affecting independent learning providers**

**A**round 30 days to go and we may know who the next government will be and the damage these ‘wannabe’ leaders are inflicting on the apprenticeship vision might be over.

It’s the time of the year when we are talking to this summer’s school-leavers who want to become an apprentice and already several are concerned that an apprenticeship may not be available to them if Labour get into power.

Those looking to start their craft careers in hotel and catering or construction, typically NVQ level two entry level skills, are being put off by Labour’s plans to abandon intermediate apprenticeships and demand A-level entry for advanced apprenticeships as the only apprenticeship option.

At the same time they are promising to build 250,000 new homes a-year with no mention of how to fix the skills shortage of construction workers or train young people for this industry.

**I wonder how long it will be before the voucher is viewed as an additional bureaucratic burden and scrapped rather than a political expediency to support the government’s mantra of the employers controlling the funding**

Again, we are finding resistance from employers about commencing apprenticeship programmes at the moment with the uncertainty of their future content if the Conservatives return to power following the various Trailblazer fiascos and uncertainties.

Why would an employer wish to commit time and resources to an apprenticeship programme when the Conservatives’ current plans are uncharted, unclear and untested?

It will be interesting to see what effect all the political claptrap about apprentices throughout the election campaign has on

actual start numbers, which are already declining.

Both potential apprentices and employers want certainty and consistency before committing, not just political rhetoric.

Outside of the education trade press, I have not read or heard any political commentator or candidate comment on the vicious slash in funding to the FE sector.

It’s disappointing how considered reports based on empiric evidence, such as the Russell review of FE or the Leach report on the country’s skills requirements are so quickly kicked into touch without their recommendations ever coming fully to fruition.

Our young people deserve, and our country requires, the skills needed to grow the economy.

Whether through apprenticeships or full-time vocational courses, the consequences of not funding them will result in economic growth stalling, or more imported skilled labour resulting in increasing Neets (those not in education, employment or training).

I am glad the government has decided to allow apprenticeship funding to continue to be paid directly to providers, albeit with a sop to employers with a voucher.

I wonder how long it will be before the voucher is viewed as an additional bureaucratic burden and scrapped rather than a political expediency to support the government’s mantra of the employers controlling the funding by selecting the provider they wish to choose. It is a relief to us at HIT.

Employers already have the choice of which provider or college to use. However, we continually find at the various trade show we attend around the country, many employers, especially small and medium-sized enterprises are unaware of the availability and breadth of the apprenticeship programmes on offer. Selling the apprenticeship concept to new employers is much easier if they are not burdened or put off by having to claim the money from government themselves and then pass payment to their provider.

At a time of reduced funding and increasing costs, it was pleasing to note a 20 per cent decline in fuel costs on our monthly £100k plus petrol and diesel bills.

About half our trainer-assessor staff opt to have a company car, boldly emblazoned with the HIT red bow tie logo to undertake their site visits to their learners.

Now we are moving to a metallic bright red mini with the logo in black and white, a design which will with be as distinctive and recognizable as our current one. We attract a lot of business from the 0800 number on the side of our vehicles as well as a variety of comments on the quality of the driving or the driver.



# HEATHER SMITH

Principal of The Sheffield College

## Putting the college at the heart of devolution

**Sheffield City Region recently signed a devolution agreement that included skills funding. Heather Smith discusses the implications.**

**T**hose of us who lead colleges often talk about distributed leadership — how to get the best from our staff and for our students to secure discretionary effort, improve quality and increase efficiency.

Indeed, to get the ownership and accountability described by so many management experts as the key to the most productive and positive work environments.

We therefore welcome a similar approach from central government and an increase in the localism agenda.

The Sheffield City Region Agreement on Devolution reflects this momentum.

The devolution agreement for Sheffield City Region does not have, as the deal for Greater Manchester does, the requirement for an elected mayor. However, there are a number of similarities such as a promise to join up the future activity of the Department for Work and Pensions with the particular needs of the regional economy around employment, including the local design of the Work Programme. It also promises a more flexible and responsive business support system in which the Local Enterprise Partnership (Lep) will have more power to meet the needs of local businesses with new, direct support from the UKTI to encourage increased export activity.

There is a commitment as well to work more closely on transport and housing, with the possibility of further devolution down the line around public services.

All of this is encouraging and gives hope that the region can do even more to tackle the issues it faces.

The most significant lever offered by the Sheffield City Region deal in this respect is that of the devolution of the adult skills budget. The Lep and combined authority will form a joint venture partnership with the Skills Funding Agency which will be responsible for re-commissioning provision. This is to provide an integrated skills and training system across the local area, driven by the needs of the economy and led by the private sector, giving local businesses the skilled labour they need to grow.

At The Sheffield College we have long recognised the need to orientate ourselves and our core purpose to the needs of the local economy.

According to Economic Modelling Specialists International (EMSI) research, we have a £321m economic impact on the city every year and are determined to

increase that. Changing our curriculum to be demand-led has been a journey we have been undertaking, developing partnerships with employers. This doesn’t happen overnight, as the intelligence needs to be gathered and interpreted, reputation consolidated and responsiveness evidenced.

Getting the whole organisation behind that shift in thinking, to become more demand-led and outcome-driven, requires thinking differently and a culture change.

Investment is key as well, and is reflected in the two new build projects we are currently completing — in the technology, engineering and design areas and the other for the creative industries, which have been identified as Lep priorities for growth.

**Our assumption that we are part of the solution will be tested when the adult skills budget is no longer automatically given to us in 2017**

While we feel strategically-aligned with the localism approach, and proud of the work we have already been doing in this area to address regional skills shortages, we also recognise that our assumption that we are part of the solution will be tested when the adult skills budget is no longer automatically given to us in 2017.

We have developed a combined response with other FE colleges in the region, to capitalise on all our collective expertise in the development of adult skills.

The gain to be made from working together is much greater than the loss that could result from a fragmented response from FE.

Another challenge is that we will need a commissioning process which enables this to happen — something that needs working through. It’s a new test for FE and one that will no doubt be replicated around the country once the early adopters of devolution find their feet.

The direction of travel is right; the premise behind the devolution deal is good. Our challenge is to ensure that we are seen to be an indispensable part of the localism skills solution.



**Anthony Mann looks at the issue of careers advice with the demands of employers for workers with certain skills becoming ever-more complex.**

Two elements of education and skills policy have, of late, attracted particularly intense controversy. Both are Cinderellas of their sectors and the two are related: careers education and adult skills provision.

What connects them is that they are at the sharp end of action to ensure there is a meaningful relationship between the skills delivered by providers and those actually demanded by employers.

Careers provision and adult skills training should be acutely sensitive to the labour market's touch.

There are indications to suggest, however, that sensitivity levels are falling into evil step-sister territory with scale and volume of provision in both areas out of kilter with demand.

It's a concern that has been identified by thinktanks like Reform, which recently brought together leading FE figures, including Professor Alison Wolf, to take stock of the issues with a roundtable conversation under the title Adding value in the labour market: what role for 'second chance' education? What was clear from the debate is that a crisis is coming into view, not just of short term funding, but of structural change requiring strategic response.

In an attempt to get to grips with this change, last month I ran an experiment. The charity where I work runs a free, national volunteering programme called Inspiring the Future. Employee volunteers sign up to make



**ANTHONY MANN**  
Director of research at the Education and Employers Taskforce whose latest publication with Professor Prue Huddleston was entitled *How should our schools respond to the demands of the twenty first century labour market? Eight perspectives*

## Workplace complexity requires careers guidance and skills provision overview

themselves available to schools and colleges looking to help students make careers choices and develop skills for employment.

I wanted to know how many of the volunteers signing up had unique job titles. I was interested in the ways in which work is becoming more complex. Over recent years, a chorus of commentators, led by the Organisation for Economic Co-operation and Development (OECD), has argued that complexity is growing and it is a problem — for young people, for adults, for education and training providers and for governments.

Analysts highlight the rise of self-employment, small and medium sized enterprise (SME) employment and the ways in which economic sectors can experience rapid changes in skills demand linked to technological innovation: witness online retail, electronic engine maintenance, replacement of people with machines at every multiplex cinema.

Essentially, the argument runs that if the labour market is more complex, then it is harder for employer demand to be signalled

and for providers to put on the right courses and for students to choose them.

More complex labour markets increase the risk of skills mismatch. Complexity relates to ways in which technological innovation changes work, the ways that it can and does destroy trades, creates new jobs and rapidly changes working practices. The new wave of digital automation is changing work fundamentally.

Young people have long struggled to understand demand in their local labour markets, making decisions on the basis of aspirations which, collectively, have nothing in common with projected skills demand.

The risks of poor decision making have long been high, it will only get greater if high quality careers provision, rich in first hand experiences of the workplace, does not become the norm.

The risks, moreover, to individuals of getting caught out grows too. We cannot trust the market to provide — where once teenagers got tastes of the local labour market from part-time work, the Saturday job is now dying; and with

liberalisation of labour market regulation, employers (predictably) are investing less in training.

Through no fault of their own, we see people finding themselves possessing skills now unwanted, while employers struggle to expand into new fields because they can't find the skills they need.

**We see people finding themselves possessing skills now unwanted, while employers struggle to expand into new fields because they can't find the skills they need**

The moral and economic case combines to drive a re-evaluation of how the worlds of education, training and work relate.

Which brings me back to my test. I looked at the job titles of 675 Inspiring the Future volunteers who registered over a three-week period in January. How many were unique? The outstanding answer: 670. Economic life is changing and quickly: the need is for a strategic response to the challenges it presents.



**ROGER DAWE**  
Corporation chair at Bromley College

## Timely advice on FE for the incoming Government

With notable past experience advising those in the corridors of power on FE, Roger Dawe outlines what he'd be saying if called upon for his views today.

Bromley College has been doing relatively well and has been diversifying into new areas — a Career College for hospitality, food and enterprise, the recruitment of 14 to 16-year-olds, securing approval for a University Technical College, setting up a Multi Academy Trust, establishing strong links with employers in the community and wider, and becoming a technical and vocational hub for local schools.

For me, it has been a new and exciting experience to be at the sharp end of FE for the first time. But it is becoming increasingly sharp.

Compared with some colleges, our financial position is good but we are coming under increasing pressure. Looking ahead, with

the large cuts in adult funding for 2015-16, the financial outlook for us as for all colleges involves formidable challenges especially for our courses for adult students.

The increasingly serious financial position of the sector is not at all surprising. All the significant education and training expenditure cuts throughout the last Parliament were focussed on FE, both on 16 to 18-year-olds and on adults, and there are further huge cuts to come on adult funding in 2015-16.

Expenditure on schools up to 16 has been protected in real terms. Most universities have done very well out of the £9,000 student fee and are in a strong financial position. And expenditure on apprenticeships has increased and will continue to do so.

At Bromley College we are doing our best to link into all of these areas through sponsoring academies, through providing a large number of higher education places and through

linking with employers on apprenticeships. But the core business remains, as it should be for a college, FE — and that is under increasingly severe financial pressure.

In my Departmental days in the period before a General Election the major task during the election campaign was to look ahead and prepare advice for incoming Government of any colour. Usually in those days it was sufficient to prepare two briefing folders — a larger number may be required this time.

**It can be an uphill task inside government to get the right deal for FE compared with schools and higher education**

If I were still an official advising whatever party or parties come to power in May on FE, I would want to emphasise a number of things. Firstly, the FE sector has a central part to play in lifting the qualifications and skills of young people and adults. This is absolutely key to the continued growth of the economy, to promoting social mobility and to helping young people and adults into apprenticeships,

work or higher education.

Next, the financial position and prospects of the sector are more serious than they have ever been since it was set up in 1993. As a result a record number of colleges are in serious financial difficulties. There needs to be an immediate review of the overall financial position of the sector and rapid action to tackle the serious problems which have developed.

Then, and looking ahead, protection of expenditure on children up to 16 should be extended to young people aged 16 to 18.

I'd also want to raise the fact that 2015-16 cuts to adult funding are particularly severe and threatening for the future provision of adult education of all kinds and for the future sustainability of colleges. They should be reviewed in the light of the representations made from the sector. Looking further ahead, there should be an examination of the purposes and financing of adult education.

Finally, I'd emphasise the pressure on all FE colleges to improve performance, results and employability and to work closely with employers and the local community should, of course, continue but within a reasonable financial context.

I know from my Departmental days that it can be an uphill task inside government to get the right deal for FE compared with schools and higher education. Schools are more 'political'. University leaders have strong political links, and most Ministers and journalists are more familiar with universities where they received their education than with colleges. So good luck to my successors working on the FE front — for all of our sakes.



# CAMPUS ROUND-UP

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## Learners come back from the dead for new term



Jadean Mosley, aged 18 (centre), who is studying BTec extended diploma in musical theatre, being transformed into a zombie by BTec extended diploma in production arts students Abigail Oldfield, 18 (left), and Kaytlin Thompson, 16 (right).

Students and staff at Leeds City College could be forgiven for not returning to the classroom this week after coming face-to-face with zombies on campus.

But term started as normal after the Easter holidays with the ghastly goings on all in the name of art, thankfully.

Production arts learners brought to life the figures as part of a special effects event called Backstage Pass hosted by the college and inspired by the US drama The Walking Dead.

Fellow learners were transformed for seven zombie-infested scenes, ranging from a wedding and maternity ward to an aeroplane and a circus.

Curriculum leader for performing and production arts at the college Claire Dunkerley said: "The students did an amazing job — while they were all following the same theme, each installation was very different, and there was such attention to detail in each case."



From left: Foundation degree student Jay Bradley, aged 21, media curriculum leader Saima Sultan, media head of department Ella Tsui-lau, Tinchy Stryder, media technology technician Craig Sharp and foundation degree student Harrison Bradley, 21.

## In the frame for interview with rap star Tinchy Stryder

Salford City College learners put their media skills to the test when they were asked to film an exclusive interview with rap star Tinchy Stryder.

The learners recorded a Q&A session for local radio station Unity Radio where resident DJ JosheeBee interviewed Tinchy.

The filming team was a mix of four second year BTec level three creative media production students from the college's Walkden Sixth Form Centre plus two

media foundation degree students from the college's FutureSkills programme.

Between them they took on the roles of cameramen, runners, photographers and sound engineers.

BTec student Demmi Duncan, aged 18, said: "I was really nervous at first being part of the crew to film Tinchy, but working with my fellow peers and our media teachers made me feel at ease as soon as we arrived on set."



Thistle Hotel Middlesbrough head Chef Richard Hardy with Ryan Hodgson (right), aged 19, and Claire Mawson (left), 17, two of the Middlesbrough College students who took part in the hotel takeover.

## Access all areas at top Middlesbrough hotel

A group of 18 catering students from Middlesbrough College has launched a takeover of the area's largest hotel.

The learners accessed all areas of Thistle Hotel Middlesbrough as part of a skills-building employer partnership project.

They took up a variety of roles at the 132-bedroom four-star hotel including receptionists, chefs, waiters, housekeeping and event organisers.

Lynne Alderson, director of programmes for service industries and retail skills at the college, said: "We are always looking at ways to help students increase their skills, making them more attractive to employers, so we were delighted when the team at Thistle Hotel Middlesbrough agreed to take part."

"It's widely recognised that the skills and experience gained in the workplace determine how successful an individual will be in their career so this was a great opportunity for the students."

## Ross is ranked seventh in the world after Muay Thai bout

A St Helens College learner battled his way to victory after impressing a 5,000-strong crowd at the Macron Stadium in Bolton in an international ranking Muay Thai bout.

Fighting for seventh place in the world rankings was foundation degree in exercise, health and fitness student Chris Whittle, who emerged as winner against his competitor Ross George.

After winning with a unanimous decision, the 18-year-old said: "Although it had to go to the judges I was confident I'd won."

Along with his international success, Chris is also British Champion in two different fighting weights, 59kg and 61kg, and is ranked 5th in the Yokkao Muay Thai variation of kickboxing.

And balancing his training with his degree is a worthwhile one for the student who wants to open his own Thai fighting gym one day.

"Eventually I want to have my own gym and that's why I think it's so important that I have the correct academic qualifications to support my skills in the martial arts," said Chris.



Chris Whittle holding his winning trophy at the Macron Stadium



# Susanna’s over the moon with ‘space’ trip

It was one small step for a learner and one giant leap for Susanna Harvey’s future when she embarked on an experience of a lifetime visiting the US Space and Rocket Center (USSRC), writes Billy Camden.

Tumbling in a space capsule and walking on the moon are not events many 16-year-olds can say they have experienced but that is not the case for Richard Huish College student Susanna Harvey.

For the chemistry, maths, geography and French A-level learner landed the opportunity to visit the USSRC to participate in a week-long Honeywell leadership challenge academy, in Huntsville, Alabama.

Recognised as one of the most comprehensive US manned space flight hardware museums in the world, the USSRC trip allowed Susanna to experience simulated astronaut training, including a realistic shuttle mission in which she had to land a rocket and flying a Warhawk fighter jet simulator.

She also got the opportunity to see what it’s like to walk on the moon where her body weight was lowered by 20 per cent.

“I really enjoyed the opportunity to see what it’s like to walk on the moon and tumble in a space capsule,” said Susanna.

“It was really hard to move forward, I was bouncing in one place and you have to



Susanna Harvey (centre bottom) at the USSRC with her fellow Honeywell leadership challenge academy participants

use your arms to help you move. But I loved every minute of it and couldn’t possibly decide my favourite part because it was all so amazing.”

She added: “It is a scary thought going into space but some of the images of the Earth from out there are really awe inspiring.”

She also had behind-the-scenes access to many of the space artefacts, including the Apollo 16 capsule and the recently restored Saturn V rocket.

Another highlight for her was having the chance to meet retired NASA astronaut Hoot Gibson, who flew five missions in the 1980s and 1990s.

“The talks from actual astronauts like Hoot were amazing. It was great to hear about their real life experiences and the pictures they showed us from their missions were really cool,” she said.

Throughout the week Susanna also built cardboard rockets, extracted DNA from bananas and strawberries, built model moon landers and rovers and role played a tornado disaster search and rescue exercise.

She heard about the scheme, which is only

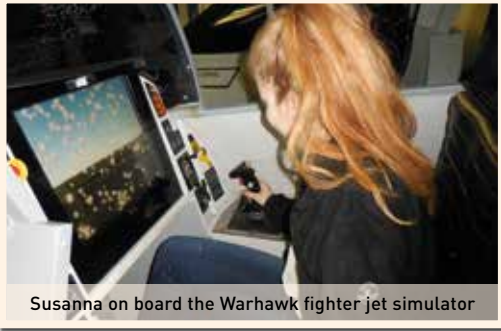
open to children of Honeywell employees, through her dad, Robert, who works as a performance engineer for Honeywell in the UK.

The programme aims to build leadership skills by tackling real-world challenges in science, technology, engineering, and mathematics. And the experience did exactly that for Susanna.

Susanna was so inspired by the experience she is now considering a career in space and aviation.

“I’ve always had a big interest in science but before the trip I had no idea what I wanted to be when I’m older,” she said.

“I wasn’t even thinking of a career in space and aviation but the trip was really cool and has made me think about going into that industry.”



Susanna on board the Warhawk fighter jet simulator



**DO YOU WANT TO BE IN CAMPUS ROUND-UP?**  
Send your stories with pictures to [campus@feweek.co.uk](mailto:campus@feweek.co.uk) including names, ages and course details of students where applicable

## & MOVERS SHAKERS

Your weekly guide to who’s new and who’s leaving

Cambridge Regional College has appointed a new deputy principal to head finance and corporate services.

Bob Pattni is a former chief operating officer at Birmingham Metropolitan College and qualified accountant with more than two decades’ experience in education.

He has been appointed to help lead and grow the college’s core business of vocational qualifications and apprenticeships as well as its commercial activity.

“I love working in education because it is so innovative, and this is a very forward-thinking college,” said Mr Pattni.

“It works closely with employers to enrich the lives of learners to provide an environment that is full of opportunity.”

Meanwhile, Creative Skillset, the creative industries’ skills body, has announced that chief executive Dinah Caine CBE will leave her post to become its board chair.

She will replace Stewart Till CBE who completes his five-year term as chair following his previous terms as vice chair.

Two further appointments in Pinewood Group chief executive Ivan Dunleavy and

Endemol Shine Group chief executive Sophie Turner Laing have been made to the executive board, while the search for a new Creative Skillset chief is under way.

Mr Till, who will be replaced when Ms Caine’s replacement has been appointed, said: “I’m delighted that Dinah remains with Creative Skillset. She has led the organisation since it was a small scale operation and brought the importance of skills and public/private creative partnerships to the heart of Government thinking and industry practice.

“We’re delighted that she will continue to play a key role going forward.

“Our new board members, Ivan and Sophie bring huge expertise and experience from the top of the industry and will be a massive asset to Creative Skillset.”

Ms Caine, Creative Skillset chief executive since 1992, said: “What is wonderful about our Creative Industries is that they never stand still and constantly re-invent themselves. Creative Skillset is doing the same. I am delighted to have been asked to chair the Creative Skillset board, which is made up of such high calibre industry



Bob Pattni



Dinah Caine



Stewart Till



Ivan Dunleavy

leaders. I am looking forward to continuing to work to strengthen our partnerships with Government and to supporting the new chief executive as they lead the organisation forward into the next exciting stage of its development.”

Mr Dunleavy said: “I’m delighted and honoured to be joining the board of Creative Skillset. The issues around skills and training

have never been more important for our industries.”

Ms Turner Laing said: “The training and skills agenda plus promoting the diversity of our industries has always been vital to their growth and is a great interest of mine. I’m thrilled to be joining the board of Creative Skillset to support the great work that it does in this area”.





Sir George Monoux College has been operating at first as a school for almost 500 years and as a College since incorporation, serving less privileged young people in the region. As Ofsted has confirmed, we are a good College with outstanding features. Over 600 students go to University every year and a significant number progress to Russell Group Institutions. We are a value based organisation and the students are at the centre of all we do. We aspire to constantly improve and want our students to receive a personalised, outstanding education that has the power to change their lives.

### VICE PRINCIPAL – CURRICULUM

Salary Range: £71,937 to £77,075 per annum

We are looking for an outstanding individual with a track record of quality improvement, performance management and the ability to win over hearts and minds. We need an exceptional leader who is decisive, has the ability to initiate and develop practical innovative strategies to maximise performance and who is not afraid of getting involved operationally with enthusiasm and creativity.

In addition to curriculum innovation and planning, your duties will be dependent on your experience and the needs of the College.

If you have the expertise, attributes and drive to apply for these positions please visit our website:  
[www.george-monoux.ac.uk/seniorposts](http://www.george-monoux.ac.uk/seniorposts)

If you would like to discuss this post or arrange a visit to the college, please telephone Elaine Brown Head of HR on  
**0208 523 3544 x 2278**

*Sir George Monoux College has a strong commitment to safeguarding students and safe recruitment.  
All posts are subject to enhanced DBS clearance.*

We Care. We Deliver. You Succeed.

**Closing date for applications has been extended to: 12 Midday on 30 April 2015**

**Interviews Dates: Week commencing 11 May 2015**

### Finance & Services Manager

Scale Points 36 – 41  
£31,220 – £35,941 per annum  
Study support available



Swarthmore is seeking to recruit a dynamic and experienced Finance & Services Manager to oversee a range of core functions. The main purpose of the post is to take responsibility for all aspects of Swarthmore's financial management as well as managing our support services (including IT, café and caretaking).

The ideal candidate will have worked within the public, voluntary or charitable sector and be AAT, CCAB part-qualified or have a relevant degree.

The post is full time (36 hours per week) including a regular evening and occasional weekends.

A full job description, person specification and application form is available in Reception or on our website at  
[www.swarthmore.org.uk/vacancies](http://www.swarthmore.org.uk/vacancies)

Please note we do not accept CVs

**Closing date: 12 noon Monday 27 April 2015**

Applications to  
**Wendy Bloom, Swarthmore Education Centre,  
2-7 Woodhouse Square, Leeds, LS3 1AD**

[wendy.bloom@swarthmore.org.uk](mailto:wendy.bloom@swarthmore.org.uk)


**Job Title:** Vice Principal Education and Training

**Location:** Rhandirmwyn, Carmarthenshire

**Salary:** £38,492 to £42,720

**Weeks of Work:** 43 weeks

**Contractual Status:** Permanent



Coleg Elidyr is a specialist college of further education for young adults with learning difficulties and disabilities.

We are looking to appoint an exceptional individual to work with us to realise our ambitious plans for our students. You will play a key role in the leadership team, contributing to the strategic direction of the Charity, policies and procedures for education and training and to ensure the provision of high standards that meet the needs of the learners, relevant authorities and inspectorates.

You will demonstrate experience of working in the education sector at a high level, have effective leadership, interpersonal, communication and planning skills. You will be creative and highly motivated.

For further information, and an application pack, please contact Lisa Blofield  
T: 01550 760453 E: [lisablofield@colegelidyr.com](mailto:lisablofield@colegelidyr.com) or visit our website [www.colegelidyr.com](http://www.colegelidyr.com)

**CLOSING DATE: 4th May 2015**

# FE Week

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## Lecturer Opportunities

**Required for September 2015**



Chelmsford College is at the heart of skills training and education in mid-Essex and has undergone a huge transformation in recent years.

Due to high numbers of student applications we are looking to recruit experienced and qualified full and part time teachers across the range of our curriculum offer.

**Specifically we are looking for:**

- Media - Games Development & Interactive, Film and TV, Photography
- Childcare
- Travel and Tourism
- Health and Care
- ICT
- Business Studies
- AAT
- Mechanical Engineering
- Carpentry and Joinery
- Construction - Civil Engineering

**We offer:**

- Competitive salary of up to £35,445 per annum
- High quality teaching and learning facilities
- Excellent opportunities for professional development

**The closing date for completed applications: Wednesday 29th April 2015.**

The College is committed to equality and diversity and to safeguarding and promoting the welfare of children and young people. We expect all staff to share these commitments. These posts are subject to an enhanced DBS check.

Application packs can be downloaded from our website:  
[www.chelmsford.ac.uk/our-college/employment/vacancies](http://www.chelmsford.ac.uk/our-college/employment/vacancies)  
or alternatively please contact Human Resources on 01245 293018.



## JOBS



## Building a better future, one life at a time.

Loughborough's a growing, popular and high-achieving college. We're noted for our sports provision – with over 1,000 sports apprentices and a haul of 31 medals for students, staff and alumni at the last Commonwealth games – but there's so much more to our story. We offer a diverse range of courses from Foundation to Degree level and all our 11,000 students receive an exceptional learning experience, in a high-quality and expanding campus. Our brand new facility, The Hub, opened in 2014. It provides cutting edge facilities for teaching and learning, and is home to the Loughborough Arts Academy. We also have a new £13m Sixth Form centre in the pipeline which will open later this year. We've set ourselves ambitious targets and the pace of change is rapid. But that's exactly what excites and inspires us about writing the next chapter for Loughborough College, and we expect it will be the same for you.

Reporting to the Principal, you'll have strategic responsibility for Information Services, Finance, HR, Estates and IT services across the College. In addition, you will

### Vice Principal Planning and Performance £competitive + relocation

be expected to play a full part with the senior team and Governors in the design, development and delivery of college strategy. With a proven track record in finance, business planning and cost management, you will have experience of managing professional functions and understand the vital contribution that support services can make to the learner journey. Ideally, you will have an accounting qualification and have had exposure to government funded contracts. This is an excellent career development opportunity for an ambitious professional to gain a breadth of experience and make their mark in a growing, successful and progressive college.

Visit [www.loucollvp.co.uk](http://www.loucollvp.co.uk) to find out more or contact Trudy Searle or Mike Galloway on 07791 090141 / 07765 595758. Closing date: 5th May. Interviews: Friday 15th May.

**Loughborough**  
COLLEGE est. 1905

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### Principal Southend Adult Community College

Salary Range: £67,197 - £73,422 per annum

Southend adult  
community college

This is an opportunity for an outstanding individual with vision and inspirational leadership qualities to manage this Community College and additionally give strategic leadership to the adult and community learning strategy for Southend.

Southend Adult Community College provides award winning education, training and skills to 6500 adults aged 19+ as well as 300 16-18 year olds. In November 2014, OFSTED judged the College Good with some outstanding features. In 2009 the College became the first Local Authority-run Adult Community College in the country to be awarded LSIS Beacon status.

The College has three sites across the town and provides training in many other community facilities, including schools and children's centres. The College's employer responsive provision was the first to be judged outstanding by OFSTED (in 2009) and it currently serves over 130 employers each year. The College has a specialist centre for young adults with severe, profound and complex learning difficulties. Over the past few years the College has successfully managed funding changes and has been successful in its approaches to sustainability.

If you would like an informal discussion about the post, please contact:  
Nicola Jeffrey Tel: 01702 445733 email: [personalassistant@southend-adult.ac.uk](mailto:personalassistant@southend-adult.ac.uk)

For further information and an electronic application pack please contact our recruitment team by emailing [vacancies@southend-adult.ac.uk](mailto:vacancies@southend-adult.ac.uk).

**Closing Date: Wednesday 6th May 2015**

**Website: [www.southend-adult.ac.uk](http://www.southend-adult.ac.uk)**

### Certa is looking for exceptional individuals for the following key positions:



#### Quality, Standards and Compliance Manager £39k - £46k (permanent)

We are looking for a highly experienced person to join our Senior Management Team, to lead and be responsible for ensuring Certa meets Ofqual's regulatory and compliance requirements. Applicants should have extensive experience and knowledge of implementing and maintaining quality assurance processes and systems, as well as an excellent understanding of qualification frameworks.

#### Qualifications Development Officer £30k - £32k (permanent)

Applicants will need to have an excellent working knowledge and experience of the development, writing, review and quality assurance of Qualifications. The post holder will be responsible for driving forward the development, review and maintenance of a selected portfolio of qualifications and programmes and for managing key projects to enhance Certa's qualifications and accreditation products in the market place.

**Both posts are mainly office based at our premises in Wakefield and come with excellent terms and conditions.**

To find Application Packs for each post advertised please visit our website at  
[www.certa.org.uk/about/jobs\\_at\\_certa](http://www.certa.org.uk/about/jobs_at_certa)

**The closing date for all applications is Monday 27th April 2015,  
with interviews taking place week commencing 4th May 2015.**

*Certa is an Awarding Organisation and a Gold accredited Investors in People company, regulated by Ofqual for an extensive range of Qualifications and a licensed Access Validating Agency for the Access to HE Diploma.*



## Employer Leadership Project Manager

Secondment opportunity possible



The Walter Smith Employer Leadership Project (WS-ELP) has an exciting vacancy for a manager with operational experience of work based learning (WBL) programmes, project management, grant funding and sub-contracting processes. The WS-ELP is a co-funded UKCES project that runs to March 2017 and offers short training interventions to small food businesses across England delivered by specialist training providers. The successful applicant will be based in the Wolverhampton office and will lead a small project team, reporting to the employer led Board. Excellent opportunity for an ambitious WBL Manager with drive, initiative, and outstanding communication and organisational skills.

Salary circa £30k

Apply by downloading and completing an application form from [www.ws-elp.co.uk](http://www.ws-elp.co.uk)

Closing date of 24th April 2015

For more information please email Terry Fennell ([terry.fennell@foodtraining.org.uk](mailto:terry.fennell@foodtraining.org.uk)) or Paul Cadman ([Paul@waltersmith.co.uk](mailto:Paul@waltersmith.co.uk)) or call us on **01902837452**.



## Maths Tutor Vacancies!

£18,000 - £23,000 Per Annum

Vacancies available in—Castleford, Halifax, Bradford and Derby

Potential4Skills is a large and dynamic training organisation that offers a range of qualifications to a wide variety of employed and unemployed learners.

We also offer Maths and English qualifications to employed learners through the European Social Fund contract and we are looking to hire a qualified maths tutor to work closely with learners and employers to deliver this contract.

All applicants need to have the following:

- \*A relevant Level 3 maths qualification.
- \*Experience delivering Functional Skills and full Maths Certificates from Entry Level 3 to Level 2 is essential.
- \*An ability to work one to one or remotely with learners to ensure they complete within the required time frame.
- \*Confidence in liaising with employers
- \*Must be able to travel.
- \*May be required to work some evening and weekends.

If you do not fulfil the above requirements then your CV will not be shortlisted.

**To apply email your CV and covering letter to—[jobs@potential4skills.co.uk](mailto:jobs@potential4skills.co.uk)**

## Assistant Principal, Student Services and Marketing Director of Programme – Health & Care



middlesbrough  
college

Middlesbrough College, the largest College in Teesside, is enjoying a successful period of growth through its commitment to working with local employers, delivering high quality education and training and through supporting and nurturing the talent of our students.

**Assistant Principal, Student Services and Marketing**  
Full Time, Permanent  
£49,083 - £56,175 per annum

The College is seeking a dynamic and committed individual for the role of Assistant Principal, Student Services and Marketing. This role will be the key advocate for students, it will manage all internal and external communications and will take a lead on all matters of Safeguarding. If successful you will be part of the College Leadership Team, will present reports to the Governing Body and will ensure the highest standards of student service and support possible.

Closing date is Sunday 19 April 2015 @ 23:59

**Director of Programme – Health & Care**  
Full Time, Permanent  
£41,730 to £49,083 per annum

The College is seeking a dynamic and committed individual for the role of Director of Programme, Health and Care. This role will be to lead the department in all aspects of staffing and the curriculum, and to ensure high quality outcomes for our growing number of learners on Health and Care, Childcare and Foundation Learning programmes whilst ensuring effective progression routes and a strong student focus. The role will include driving improvements in teaching and learning and to meet strategic targets in relation to staff performance, budgets, enrolments and key quality measures. If successful you will be part of the College Leadership Team, will present reports to the Governing Body and ensure the highest standard of support to staff and students.

Closing date is Sunday 26 April 2015 @ 23:59

Middlesbrough College is ambitious, is investing in its staff, its facilities and its students. If you are ambitious, energetic and motivated to make a positive difference to over 12,000 lives on Teesside each year, we would welcome your application.

For further information on these roles, please contact Hollie Watson, HR Business Partner on (01642) 333569 or [hm.watson@mbro.ac.uk](mailto:hm.watson@mbro.ac.uk).





Plumpton College

## Lecturer in English

(full time or part-time)

**Salary within the range £25,121 - £29,030 per annum  
(pro rata for hours worked)**

Plumpton College is a successful land-based College. We are looking to recruit staff to coordinate and teach students across a range of vocational disciplines up to GCSE level. You will need to be able to inspire and motivate our students in this important core teaching area and to make a significant contribution to our successful vocational programmes.

For an application pack, please contact:  
Personnel at Plumpton College, Ditchling Road, Plumpton,  
East Sussex BN7 3AE, tel: 01273 890454,  
email: [hr@plumpton.ac.uk](mailto:hr@plumpton.ac.uk) or apply online at  
[www.plumpton.ac.uk](http://www.plumpton.ac.uk)

Closing date for applications: Thursday 23 April 2015

## Cronton Sixth Form College

Cronton Sixth Form College is a highly popular and successful sixth form college conveniently located in Widnes within easy reach of Liverpool, Manchester and Chester. Cronton Sixth Form College currently caters for over 1,400 16-18 students, the majority of whom are studying A-Level or Vocational programmes.

**English Lecturer**  
**Full Time, Permanent**  
**£23,832 - £35,982**

We welcome applications from NQTs.  
This post is subject to an enhanced DBS Disclosure.  
Application forms and job descriptions are available on our  
Website: [www.cronton.ac.uk](http://www.cronton.ac.uk)  
Telephone: 0151 257 2010  
E-mail: [HRUnit@cronton.ac.uk](mailto:HRUnit@cronton.ac.uk)

Closing date: 12 noon Tuesday 21st April 2015  
Interviews will be held on Friday 1st May 2015

CRONTON  
SIXTH FORM  
COLLEGE

**Nescot**  
Epsom's college of further and higher education

## Teacher in Maths - GCSE and Functional Skills

- Up to **£35,000** p.a. for full time (depending on skills and experience)
- **48 days paid annual leave**, plus bank holidays
- **Final Salary Pension**
- **Fractional and Sessional** (£27.08 per hour) posts are also available

We require a teacher to deliver GCSE and Functional Skills mathematics to students working on vocational programmes from Entry level to Level 3. The successful applicant will understand the GCSE and Functional Skills courses and how to best enable our students to achieve well.

You will join our strong and experienced Maths team and with them, inspire, excite and engage students and help them to move on to higher education, further education, employment or training. You will be sensitive to your students' needs and enable and

encourage them to express and reach their true potential. You'll also know how to monitor each step of their progress however big or small and celebrate their successes.

Whether you are a graduate, a teacher new to the profession or someone with experience of teaching maths we would like to hear from you.

Please indicate which contract type you are interested in.

We are able to offer you a final salary pension scheme, generous holidays and the facilities of a College campus set in 70 acres of green belt in a peaceful setting. The College has excellent transport links and is set in a location convenient to London and the South East and offers a large free on-site car park.

**Online applications must be submitted by 26th April 2015** and interviews will be held on Tuesday 5th May 2015.

[www.nescot.ac.uk](http://www.nescot.ac.uk)

Nescot, Reigate Road, Ewell, Epsom, Surrey, KT17 3DS



NescotCollege



@Nescot



**Chelmsford College**

*unlocking potential*

## Lecturers in Mathematics and English

**Required for September 2015**

Chelmsford College is at the heart of skills training and education in mid-Essex and has undergone a huge transformation in recent years. We are looking to recruit experienced and qualified full and part time teachers who are able to teach to GCSE level. Applicants will need a teaching qualification and subject specific qualifications along with previous teaching experience in their subject area.

We offer:

- Competitive salary of up to £35,445 per annum
- High quality teaching and learning facilities
- Excellent opportunities for professional development

**The closing date for completed applications:  
Wednesday 29th April 2015.**

The College is committed to equality and diversity and to safeguarding and promoting the welfare of children and young people. We expect all staff to share these commitments. These posts are subject to an enhanced DBS check.



Application packs can be downloaded from our website:  
[www.chelmsford.ac.uk/our-college/employment/vacancies](http://www.chelmsford.ac.uk/our-college/employment/vacancies)  
or alternatively please contact  
**Human Resources on 01245 293018**





# Training in Maths & English

Blended and online courses  
for training providers,  
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Delivering preparation for  
Cambridge Progression,  
Functional Skills & GCSEs

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Call **02476 851509** or email [ocr.expressionofinterest@ocr.org.uk](mailto:ocr.expressionofinterest@ocr.org.uk)



## FE Week Sudoku challenge

How to play: Fill in all blank squares  
making sure that each row, column and  
3 by 3 box contains the numbers 1 to 9

Spot the difference  
to WIN an FE Week mug



					9	7		
2							6	8
	7			4	6	1		
			8	5				
6	5						4	3
				6	3			
		1	6	2			7	
9	3							5
		8	3					

Difficulty:  
**EASY**

3			9					
		6		2	7			
7						2	9	5
		3			6		2	
				4				
	7		1			3		
9	8	1						4
			6	9		7		
					1			8

Difficulty:  
**MEDIUM**

Solutions:  
Next week

### Last Week's solutions

8	4	6	9	7	3	5	2	1
7	9	3	2	5	1	4	8	6
2	5	1	6	8	4	7	3	9
3	7	9	4	2	5	1	6	8
6	2	5	7	1	8	3	9	4
4	1	8	3	6	9	2	7	5
1	3	2	5	9	6	8	4	7
5	6	7	8	4	2	9	1	3
9	8	4	1	3	7	6	5	2

Difficulty:  
**EASY**

5	3	6	8	1	2	4	7	9
2	9	1	4	3	7	5	6	8
8	7	4	9	6	5	2	3	1
9	6	5	7	2	3	8	1	4
3	2	7	1	8	4	6	9	5
4	1	8	5	9	6	7	2	3
6	8	2	3	5	9	1	4	7
7	5	3	2	4	1	9	8	6
1	4	9	6	7	8	3	5	2

Difficulty:  
**MEDIUM**



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

The last edition's spot the difference winner was Association of Employment and Learning Providers head of marketing and membership Stephen Ram Kissun (pictured right).

